

Jacob taps a card that tapped to his desk and he lays his head on his desk.
The card can say the word Break, have the letter "B," or any symbolic or pictorial representation for which Jacob understands that it means Break.

Jacob walks out of class and straight to the bathroom.
Sorry, this is not considered a Break. This is only considered a Break if it has been pre-determined and he uses a verbal or nonverbal cue to indicate his intent to use Break; otherwise this is considered elopement (e.g. leaving a location without permission) and it may also be a behavior of concern.

Jacob says, "I don't want to do this," while walking over to the study corral, in the corner of the classroom, and he starts to draw.
Great, you recognized that his use of "I don't want to do this" can also be considered a request for Break! This is considered a form of "functional communication" and later can be shaped to increasingly more acceptable forms of requesting. His verbal request and relocation to the corral helped prevent a verbal outburst and/or object aggression.

Jacob tells the teacher that his stomach hurts and he asks to see the school nurse.
Correct. This can be considered a Break, but this must be predetermined as an acceptable form of Break. If the frequency of these trips or the length of duration causes too much lost learning time and you know he is not truly ill, you can begin to require one part of the work before allowing the escape (aka Break).

Jacob yells, "I'm not doing this" and he begins to make fart noises with his mouth while his peers stare at him and the teacher verbally redirects him.
Incorrect - it is only considered a Break if he remains safe and non-disruptive of the learning, teaching, and/or work of others. His choice to behave like this may mean that the function of his behavior also includes attention seeking and/or that the incentive for appropriately requesting and using Break is not more highly preferred/reinforcing, than the attention he is receiving from his peers and the teacher.

Jacob hands a card (with a picture of a water fountain on it) to his teacher and he walks out of class.
Correct, this can be considered a Break, if it was predetermined as an appropriate location for Break, he behaves in the hallway, and it takes enough time to allow Jacob to re-group. If he returns to class and begins work, this is a successful Break as it avoided a verbal outburst and/or object aggression. If he returns to class and he refuses to work, then it is not an effective option for Break.

Jacob pulls his sweatshirt hood over his head, refuses to sit up, and will not reply or acknowledge the teacher's redirection or presence while tapping his shoulder.
Incorrect - this is not considered a Break. If he is allowed to use Break after this behavior, then the teacher is reinforcing his use of additional problematic behavior.